DOCUMENT RESUME

ED 445 181 CE 080 400

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TITLE A Preliminary Study of the Availability and Use of Information and Assessment Resources in One-Stop Centers. Technical Report Number 21.

INSTITUTION Florida State Univ., Tallahassee. Center for the Study of Technology in Counseling and Career Development.; Association for Computer-Based Systems of Career Information.

PUB DATE 1997-01-04

NOTE 64p.; Sponsored by the National Labor Market Information Training Institute, Columbia, SC.

PUB TYPE Reports - Research (143)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Access to Information; Agency Cooperation; *Career Education; Delivery Systems; Employment Counselors; *Employment Services; Information Dissemination; Information Management; Information Policy; *Information Utilization; Job Search Methods; National Surveys; *Occupational Information; Policy Formation; Public Policy; Questionnaires; *Social Services; Trend Analysis

ABSTRACT

Current national trends regarding the availability and use of information and assessment resources in one-stop centers for employment and related social services were examined in a study of one-stop centers that were nominated for exemplary practice or for fully implementing their state's implementation plan. The sample of 39 consisted of 3 one-stop centers from 13 of the 16 states that had received federal funding for initiation of one-stop centers as of August 1996. Of the 39 surveys mailed, 27 (69%) were returned and deemed usable. The responses provided at least partial evidence that some one-stop principles have been put into practice at exemplary or fully operational one-stop centers. Customers appeared to have access to a range of one-stop services via a variety of service delivery modes. Some evidence of service integration among collaborating organizations was also found. The study's six recommendations included utilizing information professionals in the delivery of information services and increasing the use of written plans and group interventions where possible. (Twenty-one tables/figures are included. The bibliography lists 16 references. Appendixes constituting approximately 60% of the document contain the following: letter describing the study; form for nominating one-stop centers; letter explaining the study; and survey instrument.) (MN)

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A Preliminary Study of the Availability and Use of Information and Assessment Resources in One-Stop Centers

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A Preliminary Study of The Availability and Use of Information and Assessment Resources in One-Stop Centers: Technical Report No. 21

Abstract

One-stop centers have been established as a proactive effort to improve the delivery of employment and related social services. Due to the relatively recent emergence of one-stop centers as a major policy initiative in service delivery, limited evaluation and research data are available on one-stop center operation. This study was designed to provide data on current national trends regarding (1) the types of information and assessment resources available to customers in one-stop centers, and (2) the nature of staff support provided in one-stop centers for customer use of information and assessment resources. Descriptions of current functioning can be used by states as a starting point in making or revising planning decisions about one-stop services as well as providing a foundation for subsequent one-stop evaluation and research. One-stop centers were nominated by state one-stop directors to respond to a survey questionnaire on the basis of being perceived as exhibiting exemplary practice or as having fully implemented their respective state one-stop implementation plan. Results were obtained from 69% of the one-stop centers receiving the questionnaire. In general, data from this study provided at least partial evidence that some one-stop design principles have been operationalized in practice at exemplary or fully operational one-stop centers. Customers appear to have access to a range of one-stop services via a variety of service delivery modes. Some evidence of service integration among collaborating organizations was also shown. It may be possible to enhance the effectiveness of services provided to one-stop customers by: (1) increasing the utilization of information professionals in the delivery of information resources; (2) using credentialing as a strategy to maximize the likelihood that staff have the skills needed to meet diverse customer needs; (3) clarifying policy and procedures regarding the availability and support required for standardized and self-assessment vocational measures; (4) increasing the use of written plans to guide and monitor the use of information and assessment resources; (5) increasing the use of group interventions when possible; and (6) ensuring that all staff who provide direct services to customers have training and supervision appropriate for their role.

Background

One-stop centers have been established as a proactive effort to address existing limitations in the delivery of employment and related social services. These limitations have included fragmentation of services, lack of collaboration, and poor resources (Dykman, 1995), as well as duplication of services (Crawford, 1993). The Federal government has established basic design principles and provided funding for one-stop center planning and implementation. State governments have designed and administered specific one-stop services (Lee, 1995). In some states, employment and training programs have been combined into one administrative unit, while in other states, employment and training services have been co-located in one facility (Levitan & Mangum, 1994).

Universality, customer choice, integrated services, and accountability are the four basic design principles that have guided the development of one-stop centers (Dykman, 1995). The range of information and services provided in one-stop centers have included: (1) intake; (2) screening for subsequent service delivery; (3) service delivery planning; (4) eligibility determination for specific services (e.g., job training); (5) unemployment insurance claim assistance; (6) orientation to information and services available; (7) assessment of aptitudes, interests, and skills; (8) identifying alternatives (e.g., search for training options); (9) information dissemination (e.g., use of labor market information); (10) job referral and placement; (11) training (e.g., job search); (12) career and employment counseling; (13) case management; (14) job development; (15) recruitment; (16) outreach to populations who have been difficult to serve (e.g., limited English proficiency); (17) child care for customers with children, and (18) referral to other information and service providers (Clinton, 1994; Colorado Workforce Coordinating Council, 1995; Dykman, 1995; Kogan, 1996; McCarthy & Lashman; 1994; Social Policy Research Associates, 1996a). The specific services offered in any one-stop center are a function of the funding available and the employment and related social service agencies who collaborate in one-stop operation.

Self-help services, brief staff-assisted services (including group interventions), and individual case-managed services, have emerged as three distinct levels of intervention provided in one-stop centers (Kogan, 1996; Ross, 1994; Social Policy Research Associates, 1996c). The inverted pyramid model depicts the proportion of customers served with each level of staff intervention (Social Policy Research Associates, 1996c). In this model, most customers receive self-help services. A smaller segment of customers receive brief staff-assisted services (often in the form of group interventions). The smallest segment of customers receive individual case-managed services. The inverted pyramid model assumes that (1) different levels of staff assistance are needed to meet the varying needs of customers, and (2) most services for customers will be of a self-help or brief nature in view of limited financial resources for staffing. Given that staff resources are typically limited, careful service delivery planning is necessary to assure that the level of staff support provided to customers is congruent with their needs (Sampson & Reardon, 1996).

Statement of the Problem

Although the one-stop service delivery concept has been around for some time (see Hellerman, 1975), it is only recently that the one-stop approach has become a dominant force in federal and state efforts to reinvent the delivery of employment and related social services. As a result, limited evaluation and research data are available on one-stop center operation.

Data have been collected on current and planned use of labor market information in one-stop centers (Interstate Conference of Employment Security Agencies, 1996). Profiles have been developed on the initial state-level governance, funding, design, and implementation of one-stop centers (Social Policy Research Associates, 1996c; 1996d) as well as the initial design, implementation, and effectiveness of services at selected local one-stop centers (Social Policy Research Associates, 1996a; 1996b). While these studies provide useful data on the current status of one-stop centers, additional data are needed to more fully describe one-stop functioning. Descriptions of current functioning can be used by states as a starting point in making planning decisions about one-stop services as well as providing a foundation for subsequent one-stop evaluation and research.

Purpose

This study was designed to provide data on current national trends regarding (1) the types of information and assessment resources available to customers in one-stop centers, and (2) the nature of staff support provided in one-stop centers for customer use of information and assessment resources. The sixteen states who received initial one-stop implementation grants can use data from this study to compare current local practice with national trends in the availability and use of information and assessment resources. States receiving subsequent one-stop implementation grants can use data from this study to assist in refining implementation plans for the availability and use of information and assessment resources. Data from this study can also be used to develop subsequent one-stop evaluation and research studies. An improved understanding of how one-stop resources and staff are used can contribute to more cost-effective allocation of staff time in meeting customer needs.

Methodology

The methodology of this study is presented in terms of the participants, the procedures for designing and executing the study, and potential limitations of the investigation.

Participants

As of August, 1996, sixteen (16) states had received federal funding for the purpose of initiating a one-stop center program in their respective states. These states included Arizona, Connecticut, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Missouri, New Jersey, North Carolina, Ohio, Texas, and Wisconsin. After communicating with various state one-stop center directors or designees from these states, it was determined that three (3) of the states were not going to be able to respond due to centers within those states not yet being fully operational. From the remaining thirteen (13) states, we received the director names and addresses of three (3) exemplary sites, and then mailed (or faxed) the surveys. Of the thirty-nine (39) surveys mailed, twenty-seven (27), or sixty-nine percent (69%), responded with completed surveys.

Description of one-stop centers

Setting. As shown in Figure 1, the bulk of the one-stop centers are located in one of two settings, (1) Employment Service Offices / Job Centers (44%) or (2) JTPA offices, either stand-alone or in combination with other entities (30%). These other entities included the Job Service, Unemployment Insurance, higher education, Department of Motor Vehicles, and the Department of Labor. Seven percent (7%) of the settings were located in community colleges,

while the remaining settings were either unspecified or vague ("other setting" or "comprehensive center / satellites").

Full-time staff. The twenty-seven centers averaged nearly thirty-two (32) full-time staff members (see Table 1). These centers averaged nearly ten employment interviewers and seven counselors or career advisors. There was an average of more than four (4) reception and clerical positions and just over three (3) adjudicators / claims staff positions per center. The remaining positions averaged less than two full-time staff members, as shown in Figure 2.

The survey listed four specific categories of full-time staff members, including reception/clerical, counselors, employment interviewers, and librarians. Space was left for respondents to fill in other occupational categories. Respondents provided more than thirty other categories in addition to the four specified above. After similar staff categories were combined (e.g., librarians, resource room coordinators, and systems personnel were all combined into the category Information Professionals), the results (shown in Table 1 and Figure 3) were as follows: Fifty-three percent (53%) of the full-time staff members were either employment interviewers (31%) or counselors or career advisors (23%). Other full-time personnel included reception and clerical positions (14%), adjudicators / claims staff (10%), case managers (4%), program specialists, trainers, and instructors (4%), and information professionals (1%), and other personnel (13%).

Part-time staff. The respondents averaged nearly three part-time staff members per center, largely made up of reception and clerical staff (42%), as depicted in Figure 4. The remaining part-time personnel consisted of counselors and career advisors (14%), assessment staff (11%), temporary personnel or summer program aides (10%), employment interviewers (3%), and other personnel (21%), each averaging less than two percent (2%) of the total. Figure 5 shows that only the reception and clerical positions (1.1 staff members per center) averaged more than one staff member per center. Table 2 numerically shows these breakdowns.

Staff credentials. The bulk of the responses regarding credentialing were in the counselor and employment interviewer categories. Counselors (made up of counselor I and II positions as well as career advisors) received the most attention. Counselor II positions were distinguished by a Masters level degree requirement (4 respondents), while the remaining counselor I and career advisor positions required either bachelor's degree (13 respondents), counseling certificates (4 respondents), or additional coursework (2 respondents). Employment interviewers were required in six (6) cases to have at least a bachelor's degree. The bulk of the few remaining responses to other non-clerical position categories called for bachelor's degrees as well.

Customers served. Participating centers averaged serving 1510 individual customers per month, with 788 receiving career services. Customers requiring career services visited centers an average of 4.23 times, compared to 3.81 times for those not requiring career services.

Procedures

The development of the survey instrument began with a review of the literature on one-stop centers to identify the range of topics that needed to be included on the survey. After a draft of the instrument was developed, an expert panel reviewed it to ensure that items were

appropriate in terms of wording and topic coverage. The expert panel was comprised of practitioners, labor market information specialists, professional association leaders, and state and federal officials who were all familiar with the design and operation of one-stop centers. Recommendations from this panel were then incorporated into a final draft of the instrument.

One-stop directors from the sixteen states that had received Federal funding for implementing one-stop centers were sent a letter describing the study (see Appendix A) and a form for nominating three one-stop centers which were perceived by the state director to exhibit exemplary practice or which had fully implemented the respective state one-stop implementation plan (see Appendix B). The contact persons at each of the one-stop centers were sent a letter explaining the study (see Appendix C) and a copy of the survey instrument (see Appendix D). Respondents were requested not to place any identifying information on the returned surveys so that no individual data could be identified with any particular one-stop center. Survey instruments and accompanying letters were mailed as soon as the nominations were received. If the surveys for a particular state were not returned after a period of approximately three months, the respective state one-stop director was asked to ensure that all three instruments were returned. Data were then analyzed using Microsoft Excel.

Limitations

First, at the time of this study, most states had implemented their one-stop centers for less than a year. Some respondents commented that their center had been in operation for only a few months. As a result, data from this study should be considered preliminary. While the study does provide an adequate description of resource availability and use in the early evolution of one-stop centers, the accumulated implementation experience across states may influence the future availability and use of resources. Second, this study included respondents from centers which were judged to exhibit exemplary practice. As a result, the sample is not representative of general practice across the range of current one stop centers. Third, since 31% of the participants failed to return their surveys, this study can only be generalized to one-stop centers which were willing to participate in research. The characteristics of staff willing to return survey instruments may be qualitatively different from the total sample of participants who received them. Fourth, data were collected in this study from only one staff person at each one-stop center, leaving open the possibility that the unique perception of one individual in each center may have overly influenced the results.

Results

Survey results are organized in terms of the types of information and assessment resources available to customers and the process for customer use of information and assessment resources.

Types of Information and Assessment Resources Available to Customers

Career Information Resources. All twenty-seven participants use career information services to some greater or lesser degree. Participants were asked to indicate how each of a number of resources are used according to the following service modes: self-help, brief-assisted, and/or individualized/case managed mode. Respondents were also prompted to indicate all of the service modes used, accounting for cumulative mode percentages which exceed 100%. Table 3 numerically depicts resource usage and type. Ninety-six percent (96%) of participants used career information delivery systems (CIDS) in their centers (see Figure 6), primarily via the brief-assisted mode (85%), as illustrated in Figure 7. Use rates of

85% or higher were reported for each of the other categories as well, including occupational reference books, occupational briefs, occupational biographies, career-related periodicals, magazines, and tabloids, and occupational video tapes. Twenty-two percent (22%) of the participants indicated that they also offered 'other' career information resources. The primary modes of service for each of these categories was either the self-help or brief-assisted modes. None of the career related resources required individualized or case managed aid as the primary service mode.

Employment Information Resources. Participants indicated they used employment information resources heavily (see Table 4 and Figure 8). A minimum of ninety-six percent (96%) of the centers provide access to the National Job Bank, resume software, print directories, job search videos (100%), and job search books. Additional resources offered included state job banks (37% of the centers), talent bank systems (67%), CD-ROM directories (41%), employer videos (41%), and "other" resources (26%). These resources are offered primarily in self-help and brief-assisted modes, illustrated in Figure 9.

Assessment Resources. A variety of assessment resources were utilized quite widely by the reporting centers. Table 5 and Figure 10 show that these assessment resources included aptitude (100% of the centers), interest instruments/inventories not self-assessed (93%), needs assessment instruments (85%), ability/skill self-assessment tools (81%), interest self-assessment instruments (78%), personality assessments (59%), and "other" instruments (19%). Unlike computer information resources and employment information resources, assessment resources indicate substantially higher usage via the individualized/case managed mode when compared to the self-help and brief-assisted modes (see Figure 11).

The Process for Customer Use of Information and Assessment Resources

Participants were asked to report the percentage of one-stop customers who received the services, as shown in Table 6 and graphically depicted in Figure 12. Additionally, participants were asked to provide information on the service delivery mode(s) provided as well as to indicate the staff position(s) typically involved with each process. Respondents typically indicated more than one mode and position for each of the processes, accounting for percentages which in most cases exceed 100%.

Brief assessment interview. On average, seventy-seven percent (77%) of customers received a brief assessment interview to determine their readiness for career, educational, and employment planning. This process was delivered in individual (93% of centers offer this) and in group (85%) service modes by primarily employment interviewers (78%) or counselors and career advisors (74%), as shown by Figures 13,14, and 15.

Recommendations for resource use. Customers who received a recommendation for use of specific information and/or assessment resources to meet their needs was reported as 75%. Each of the reporting centers indicated that individual customers received such recommendations, compared with 88% of centers which reported offering group services. Recommendations were made primarily by counselors and career advisors (96%) and employment interviewers (74%).

Written plan for resource use. The percentage of customers who receive assistance in developing a brief written plan identifying information and/or assessment resources to meet their needs was reported as 38%, primarily for individuals receiving services (96%) versus

those in groups (35%). Counselors and career advisors do the bulk of the work (81% are involved in such activities).

Counseling. The percentage of customers who received counseling to meet their needs was reported as 36%. The vast majority of one-stop centers provided individual counseling (93%), while 33% offered group counseling. Counseling was provided primarily by counselors and career advisors (89%) and employment interviewers (56%).

Assistance with assessment interpretation. The percentage of customers using assessment resources and receiving staff assistance in interpreting such assessment resources was reported as 64%, offered individually by 93% of the centers and in groups by 37%. Twenty-six of the 27 (96%) centers indicated that counselors and career advisors do the vast majority of this work.

Assistance with information use. It was reported that 77% of customers receive staff assistance in using career and/or employment information resources. Ninety-six percent (96%) of the centers reported offering such assistance to individuals, while 70% offered assistance in a group format. Counselors and career advisors (96%) and employment interviewers (89%) were reportedly doing the bulk of this work.

Follow-up assistance. Customers who received follow-up assistance after using career and/or employment information resources was indicated as 42%. Eighty-nine percent (89%) of centers reported offering individual follow-up assistance, while 33% offered such services in group format. The primary follow-up work was provided by counselors and career advisors (89%) and employment interviewers (74%).

Discussion

The settings for one-stop service delivery identified in this study reflect existing providers of employment, training, and career assistance. This finding is congruent with one-stop design philosophy of integrating the efforts of existing service providers. The "other" category of one-stop settings showed examples of organizational collaboration in service delivery, which also reflects the one-stop philosophy of integrated services.

One-stop centers in this sample were staffed by individuals performing a variety of diverse roles. The diversity of staff roles have likely evolved in relation to the diversity of customer needs. Having an average of less than one information professional, (e.g., librarian) per one-stop center means that some centers did not have full time information staff to facilitate the organization and delivery of employment, training, and career information. Given that career resource centers are an integral element of self-help and brief staff-assisted service delivery modes, having inadequate information staff may limit the effectiveness of these types of service delivery. Also, given the one-stop center emphasis on information management and information technology in delivering services, center directors may want to explore staff credentialing in these areas in order to maximize staff effectiveness. Finally, since cost-effectiveness can be enhanced by reserving individual case-managed interventions for customers with more serious concerns (Sampson & Reardon, 1997), center directors may want to explore counselor credentialing as a strategy to enhance the likelihood that staff who deliver these type of services are prepared to effectively deal with the substantial problems that some customers present.

The one-stop centers participating in this survey provided a diverse set of career information resources for use by customers. The majority of career information resources were available in over 80% of the centers. Technology based-resources (e.g., videotapes and CIDS) were provided with more customer assistance than traditional print media resources. Print media resources designed for direct customer use (e.g., occupational briefs, occupational biographies) were more often used in a self-help mode than were reference books, which required more staff assistance. In general, most career information resources were used in a self-help or brief staff-assisted delivery mode, which is congruent with the inverted pyramid model.

As was the case with career information resources, a diverse set of employment information resources were commonly provided for customers. A mixture of print, video, and computer-based employment information resources were offered, which is congruent with the one-stop center focus on the use of technology in information delivery. The dominance of self-help or brief staff-assisted delivery modes of delivering employment information is again congruent with the inverted pyramid model.

A variety of assessment resources were also typically available. The majority of assessment resources were available in slightly less than 80% of the centers. Although standardized aptitude and interest measures were most commonly used, self-assessment of abilities/skills and interests were commonly available. The use of self-assessment resources is congruent with an emphasis on self-help and brief staff-assisted services. It is unclear however, why the individual case-managed service mode was the most common method of delivering self-assessment. Since self-assessments are designed to be used in self-help and brief staff-assisted modes, center directors need to explore opportunities for more fully integrating this type of assessment into the full range of one-stop service modes. A second concern involves the delivery of standardized aptitude and personality measures in a self-help mode in 10% of the one-stop centers surveyed. Since these measures were not designed to be used in a self-help mode, center directors need to examine existing policy and procedures for the appropriate use of this type of assessment resource.

In terms of the process for customer use of information and assessment resources, most customers received brief assessment interviews, recommendations for the use of information resources, interpretation of assessment resources, and assistance with information use. The above elements of service provision help to ensure that the services that are delivered are congruent with customer needs. The fact that a lower percentage of customers received counseling is appropriate given that the needs of many customers are not substantial enough to require this type of extensive intervention. The fact that a lower percentage of one-stop customers were provided with written plans for the use of information and assessment resources may result in problems. The lack of written plans (however brief) eliminates a source of accountability data that could potentially contribute to the performance driven/outcome-based goals established for one-stop centers. Also, customer follow-through with employment, training, and career decisions may be limited when a concrete plan for service delivery is not readily available. This may be especially important given that follow-up assistance was provided to only 40% of one-stop customers.

Group service delivery was often used to deliver brief assessment interviews, to formulate recommendations for resource use, and to provide assistance in using information. Given one-stop center emphasis on cost effective service delivery, the use of group

interventions to develop plans for resource use, to provide counseling, to interpret assessment measures, and to provide follow-up assistance needs to be further explored.

Although counselors and employment interviewers were most often involved in delivering services to customers, reception and clerical staff provided information and follow-up assistance to over 30% of customers. Using reception and clerical staff in this manner can be very cost effective, provided that adequate training and supervision are provided. Information staff (e.g., librarians) did not appear to have much of a direct role in delivering services to customers. It may be that the limited availability of trained librarians limits their role to specialized functions, such as cataloging. Greater availability of librarians may lead to greater use of a broader range of librarian functions, including assisting customers in clarifying their information needs and in effectively using information resources.

Recommendations

The following recommendations are offered to stimulate discussion about strategies for improving the delivery of one-stop services and for gaining additional information about the evolving nature of one-stop center functioning.

Recommendations for Practice

In general, data from this study provided at least partial evidence that some one-stop design principles have been operationalized in practice at exemplary or fully operational one-stop centers. Customers appear to have access to a range of one-stop services via a variety of service delivery modes. Some evidence of service integration among collaborating organizations was also shown. It may be possible to enhance the effectiveness of services provided to one-stop customers by: (1) increasing the utilization of information professionals in the delivery of information resources; (2) using credentialing as a strategy to maximize the likelihood that staff have the skills needed to meet diverse customer needs; (3) clarifying policy and procedures regarding the availability and support required for standardized and self-assessment vocational measures; (4) increasing the use of written plans to guide and monitor customer use of information and assessment resources; (5) increasing the use of group interventions when possible; and (6) ensuring that all staff who provide direct services to customers have training and supervision appropriate for their roles.

Recommendations for Further Research

The present study should be replicated in order to determine if the availability and use of information and assessment resources reported in this study are representative of recently implemented one-stop operations or one-stop centers in general. Future research should also examine if staffing patterns, number of customers served, or partners in service delivery has any influence on the availability and use of information and assessment resources in one-stop stop centers. The data analysis for this type of research will require a larger sample of respondents than was the case for the present study. Future research also needs to differentiate between studies of one-stop centers identified as engaging in "best practice" (which provide a model for centers to emulate) and studies of a wide range of one-stop centers engaging in "general practice" (which provide essential evaluative data on service aspects that need maintaining and improving). It is equally important to know both what can be achieved (best practice) and what is being achieved (general practice).

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Table 1

Full-Time Staff Members

	Total Reported	Center Responses	Average Per Center	Percent of Total
Reception / Clerical Staff	121	27	4.48	14%
Counselors	199	27	7.37	23%
Employment Interviewers	259	27	9.59	30%
Information Professionals	11	27	0.41	1%
Case Managers	38	27	1.41	4%
Adjudicators / Claims Staff	84	27	3.11	10%
Program Specialists / Trainers / Instructors	37	27	1.37	4%
Other Personnel	107	27	3.96	13%
Totals	856		31.70	100%

Table 2

Part-Time Staff Members

	Total Reported	Center Responses	Average Per Center	Percent Breakdown
Reception & Clerical Staff	30	27	1.11	42%
Counselors & Career Advisors	10	27	0.37	14%
Employment Interviewers	2	27	0.07	3%
Assessment Staff	8	27	0.30	11%
Summer Program Aides & Temporary Staff	7	27	0.26	10%
Other Personnel	15	27	0.56	21%
Totals	72		2.67	100%

Table 3

Computer Information Resources

	Self-help	Brief staff-assisted	Individual case-managed	Total
Computer Information Delivery System (CIDS)	63%	85%	67%	96%
Reference Books	81%	85%	52%	100%
Occupational Briefs	78%	70%	52%	96%
Occupational Biographies	74%	63%	48%	85%
Periodicals	81%	70%	33%	93%
Videos	63%	67%	37%	85%
Other	22%	22%	7%	22%

Table 4

Employment Information Resources

	Self-help	Brief staff-assisted	Individual case-managed	Total
National Job Bank	78%	78%	37%	96%
State Job Bank	81%	81%	81%	37%
Talent Bank System	52%	59%	19%	67%
Resume Software	74%	85%	48%	96%
CD-ROM Directories	30%	41%	22%	41%
Print Directories	74%	70%	44%	96%
Job Search Videos	67%	85%	59%	100%
Job Search Books	85%	78%	48%	96%
Employer Videos	26%	33%	19%	41%
Other	22%	22%	19%	26%

Table 5

Assessment Resources

	Self-help	Brief staff-assisted	Individual case-managed	Total
Interest Assessments	26%	59%	74%	93%
Interest Self-Assessments	37%	56%	52%	78%
Aptitude Assessments	11%	33%	89%	100%
Ability/Skill Self-Assessments	15%	52%	67%	81%
Personality Assessments	11%	15%	59%	59%
Needs Assessments	26%	44%	81%	85%
Other	11%	7%	7%	19%

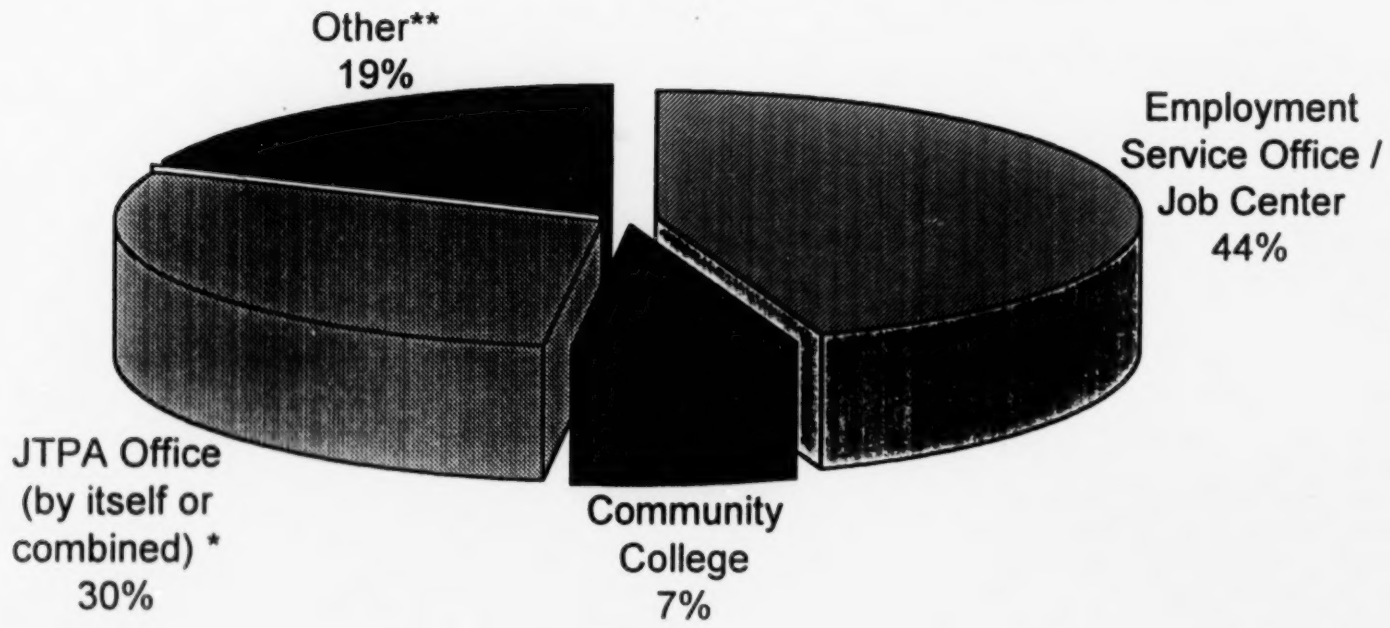
Table 6

Service Delivery, Methods & Staff Responsibilities

	Services Provided:						
Staff Members:	Brief Assessment Interview	Recommendation for Use	Written Plan	Counseling	Assessment Interpretation	Information Assistance	Follow-up Assistance
Reception & Clerical Staff	22%	37%	7%	4%	11%	41%	30%
Counselors & Career Advisors	74%	96%	81%	89%	96%	96%	89%
Employment Interviewers	78%	74%	48%	56%	22%	89%	74%
Information Professionals (e.g., Librarians)	4%	7%	7%	0%	15%	19%	15%
Case Managers	44%	15%	11%	4%	4%	7%	7%
Program specialists & trainers (JTPA)	4%	7%	7%	4%	7%	7%	7%
Other	15%	30%	30%	7%	11%	22%	15%
Service Delivery Methods:							
Individuals	93%	100%	96%	93%	93%	96%	89%
Groups	85%	88%	35%	33%	37%	70%	33%
Service Delivery Reported:							
Total	77%	75%	38%	36%	64%	77%	42%

Figure 1

One-Stop Center Settings



*JTPA with JS/UI & Higher Ed.& Dept. of Motor Vehicles; Joint JTPA & DOL (or JS office)

** Not specified ("other setting" or "comprehensive center / satellites")

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Figure 2

Average # of Full-Time Personnel Per Occupational Category

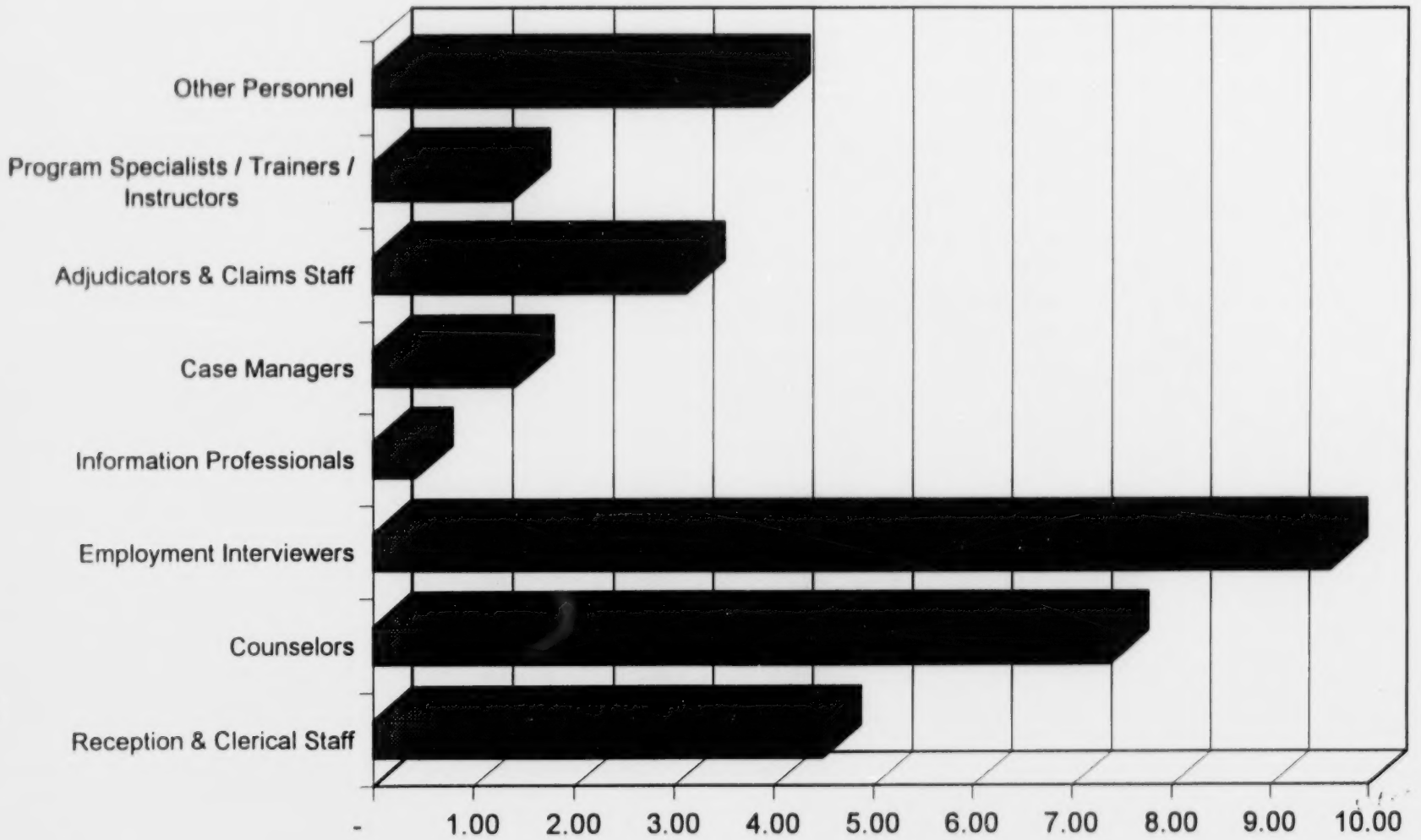


Figure 3

Full-Time Personnel Breakdown By Category

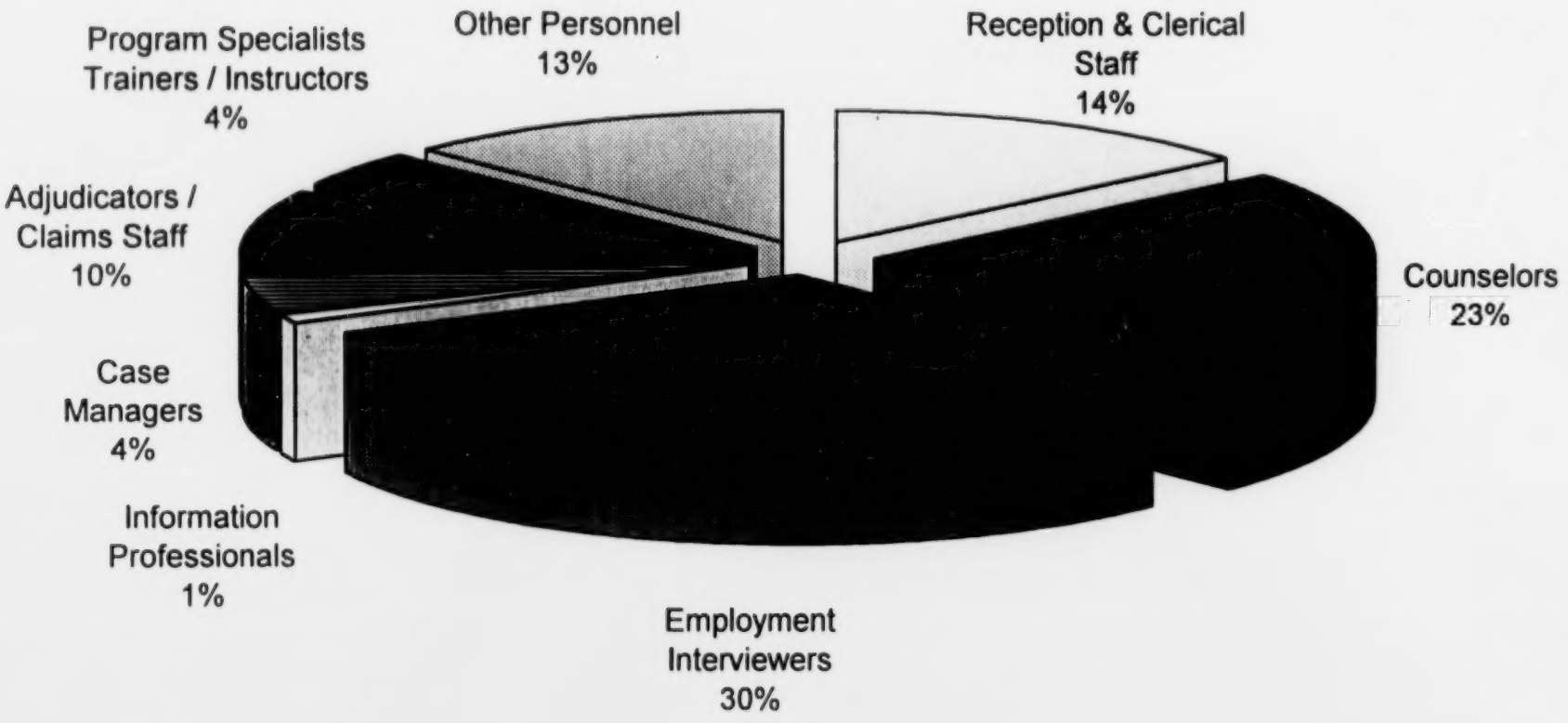
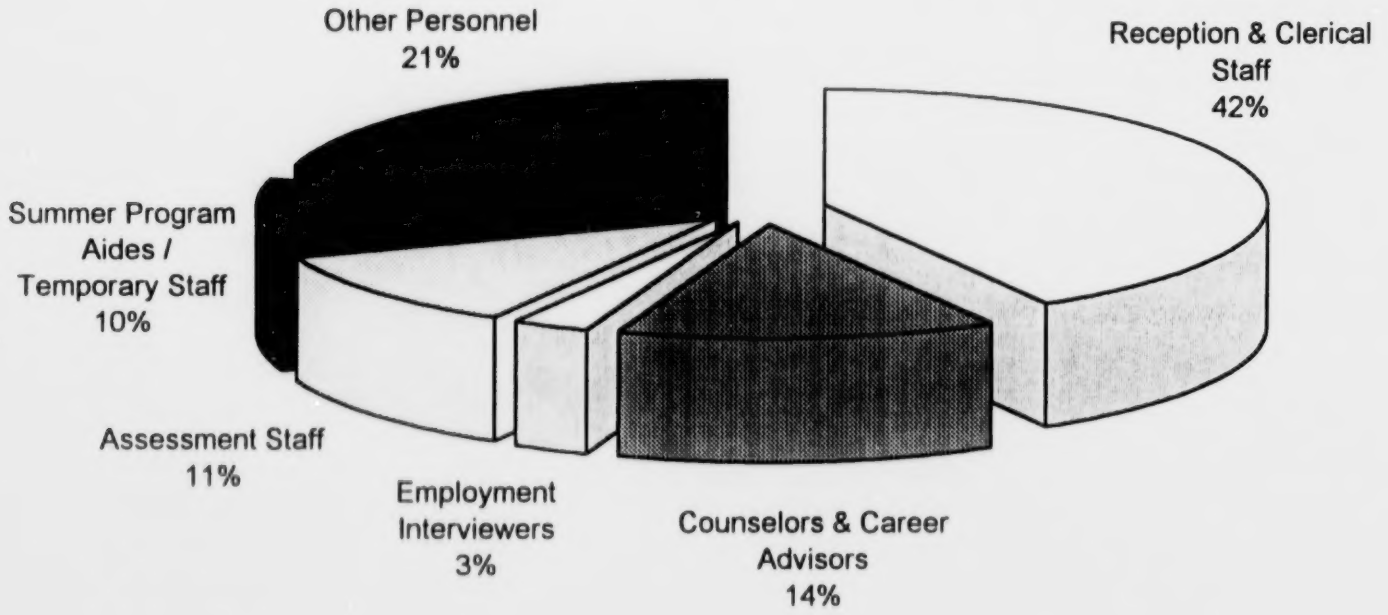


Figure 4

Part-Time Personnel Breakdown By Category



31

32

Figure 5

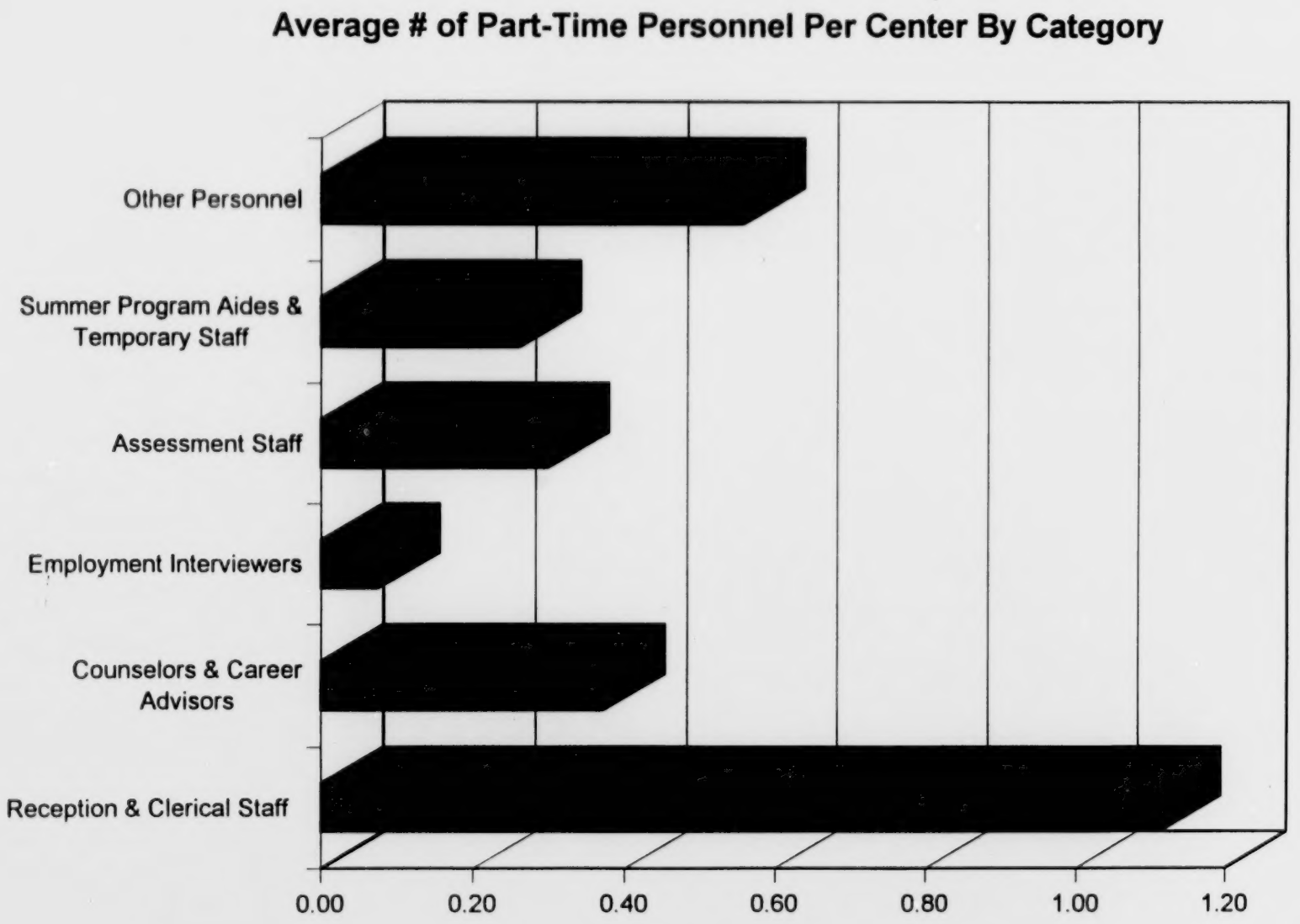

Average # of Part-Time Personnel Per Center By Category
Other Personnel
Summer Program Aides & Temporary Staff
Assessment Staff
Employment Interviewers
Counselors & Career Advisors
Reception & Clerical Staff
0.00
0.20
0.40
0.60
0.80
1.00
1.20

Figure 6

Total Usage of Career Information Resources Among Respondents

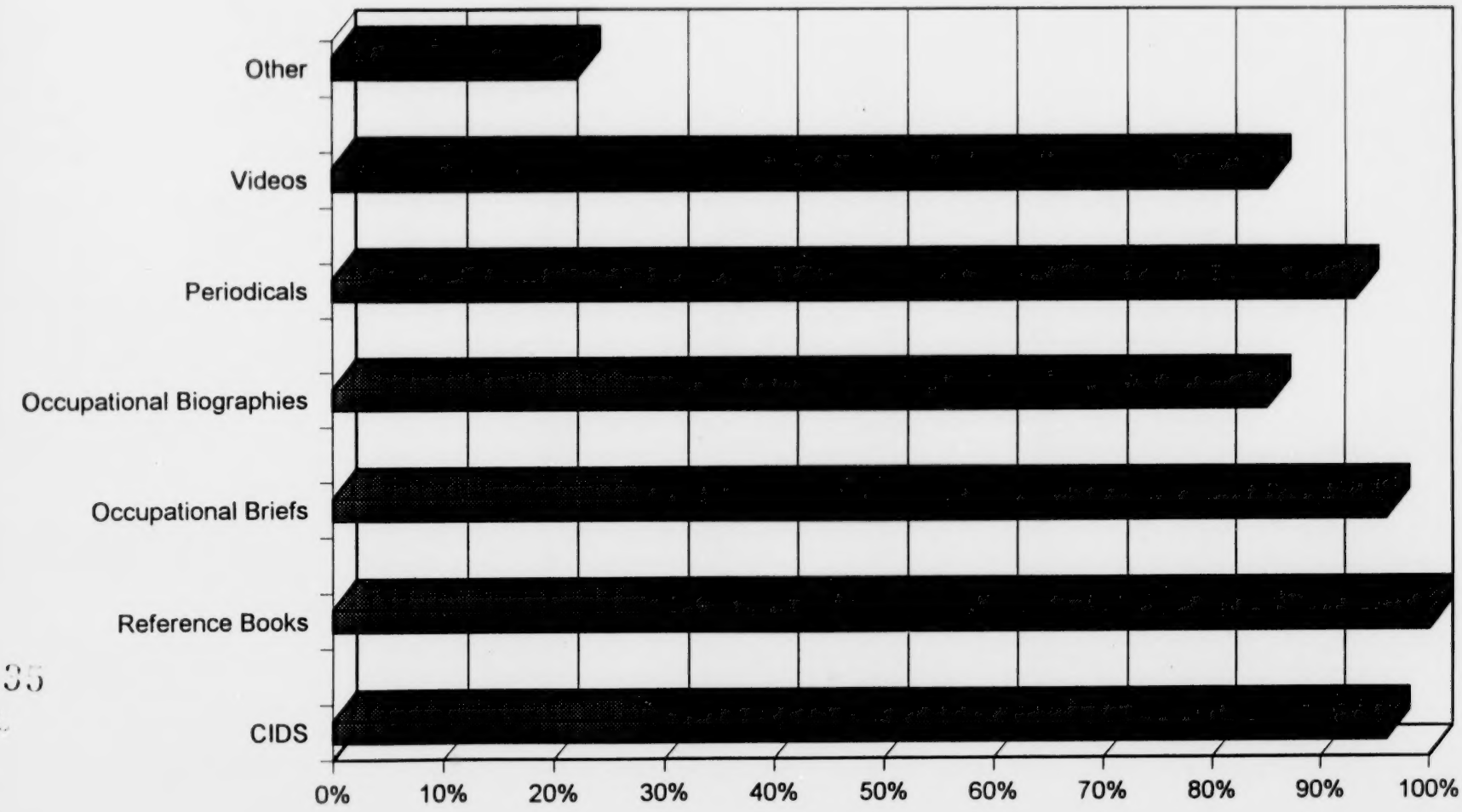


Figure 7

Career Information Resources by Service Mode

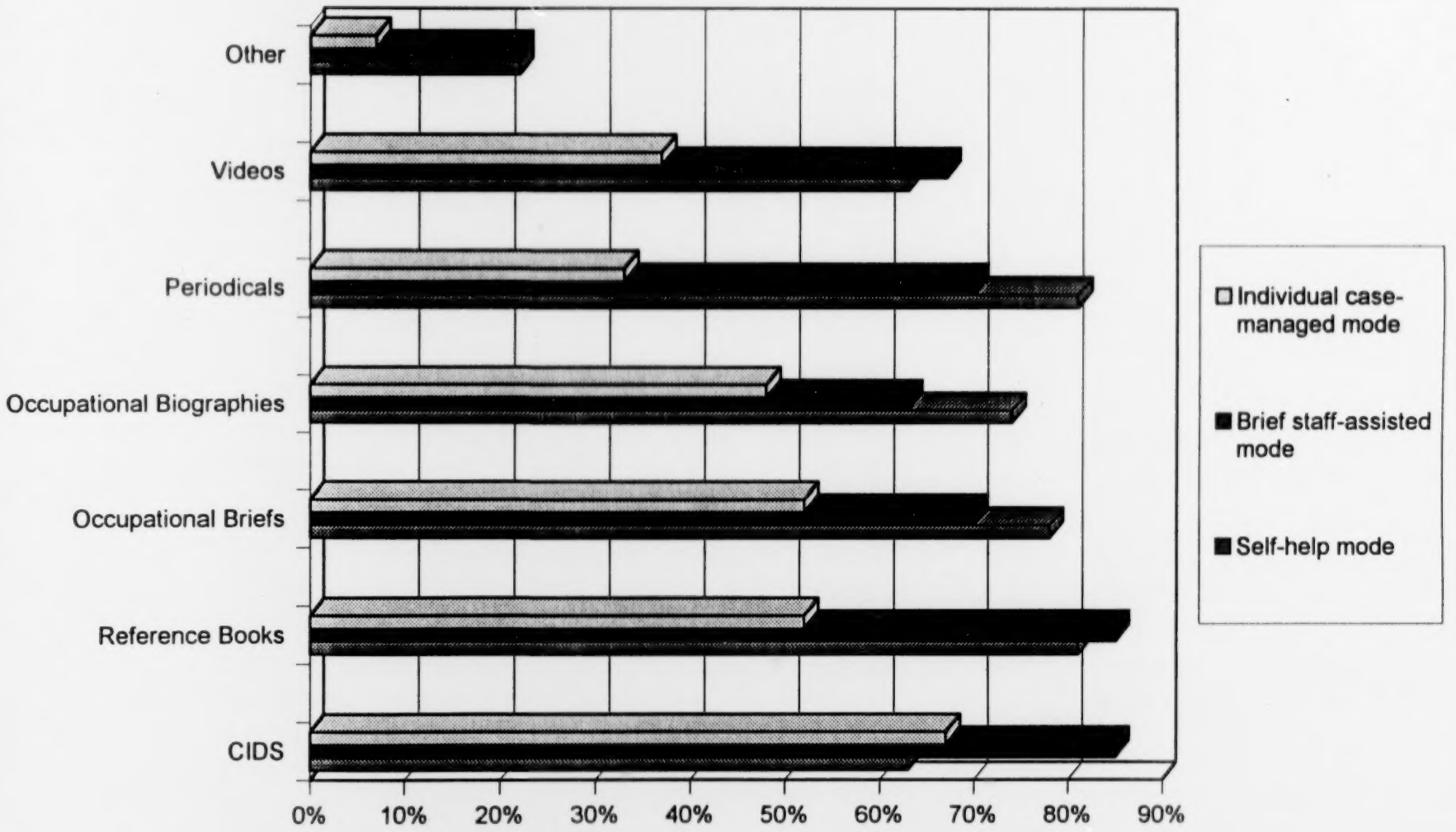


Figure 8

Total Usage of Employment Information Resources Among Respondents

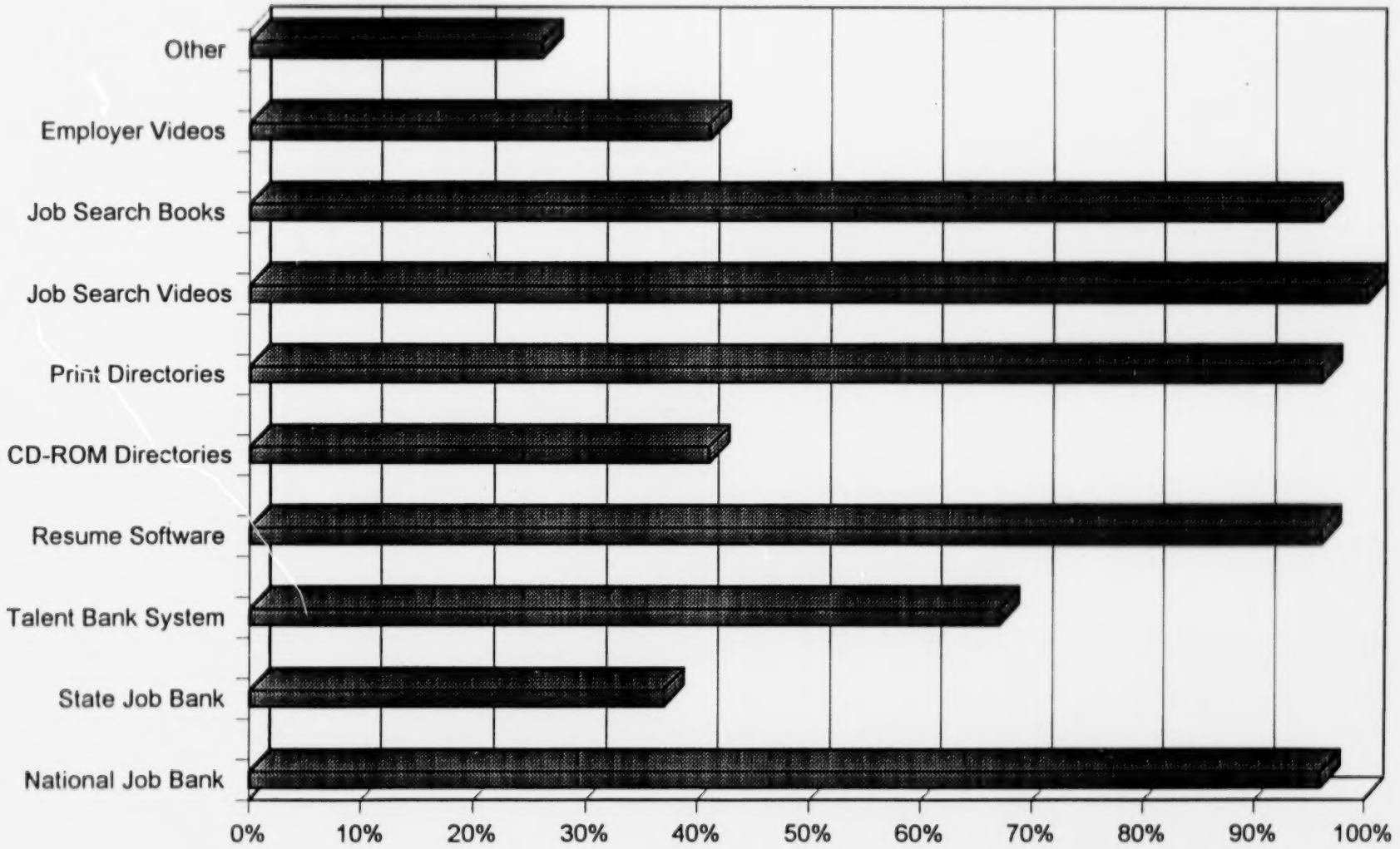


Figure 9

Employment Information Resources by Service Mode

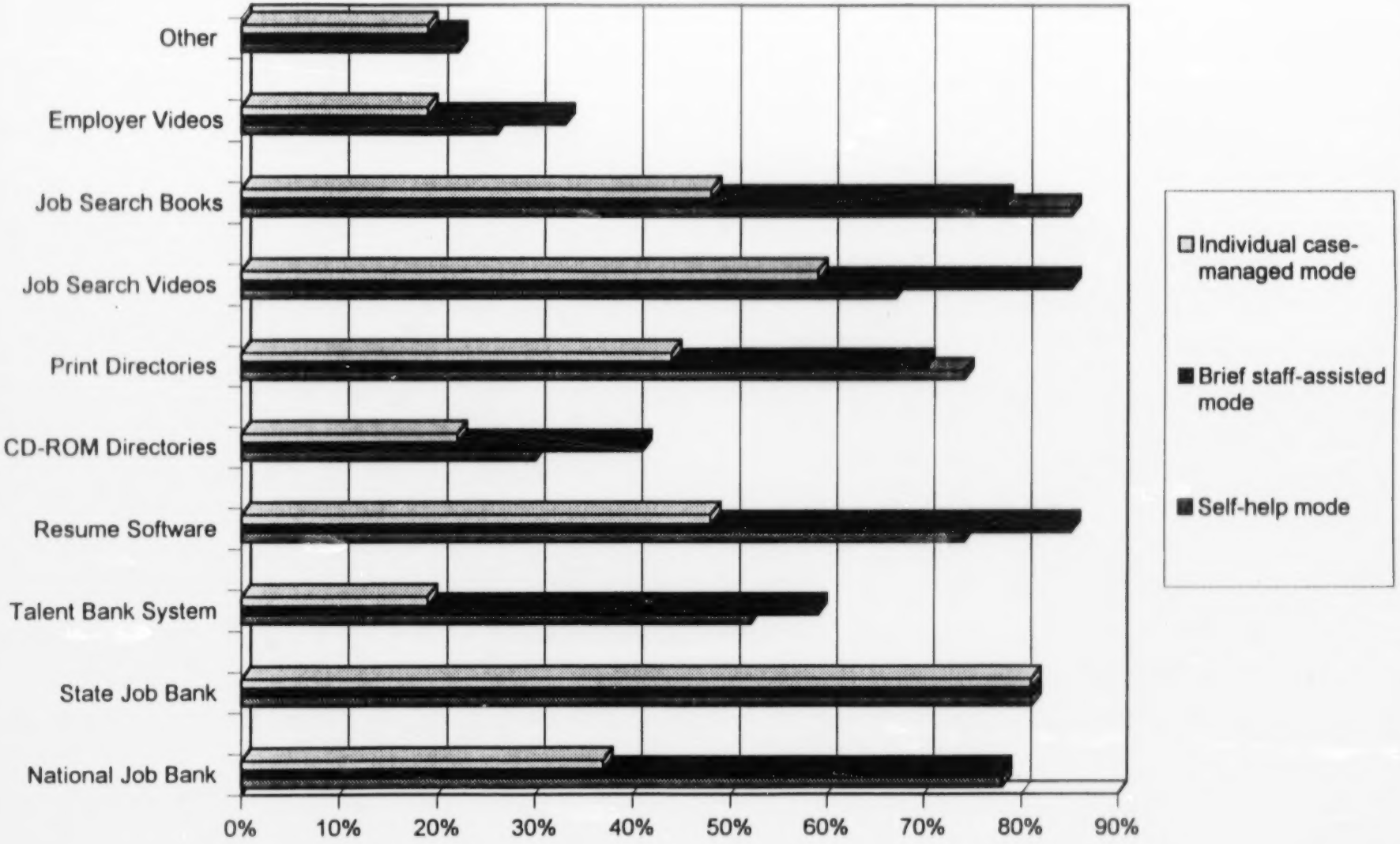
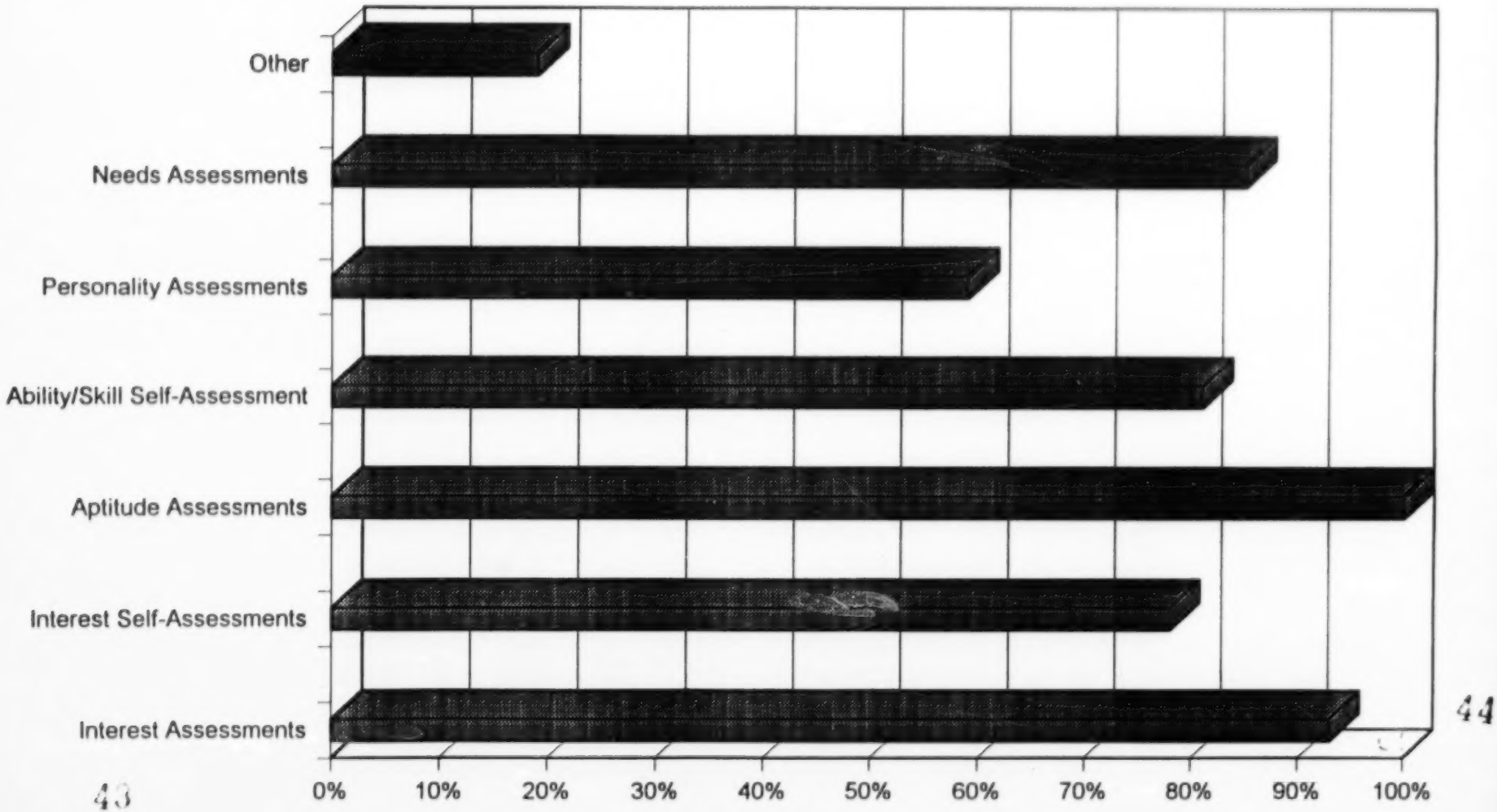


Figure 10

Total Usage of Assessment Resources Among Respondents



43

44

Figure 11

Assessment Resources by Service Mode

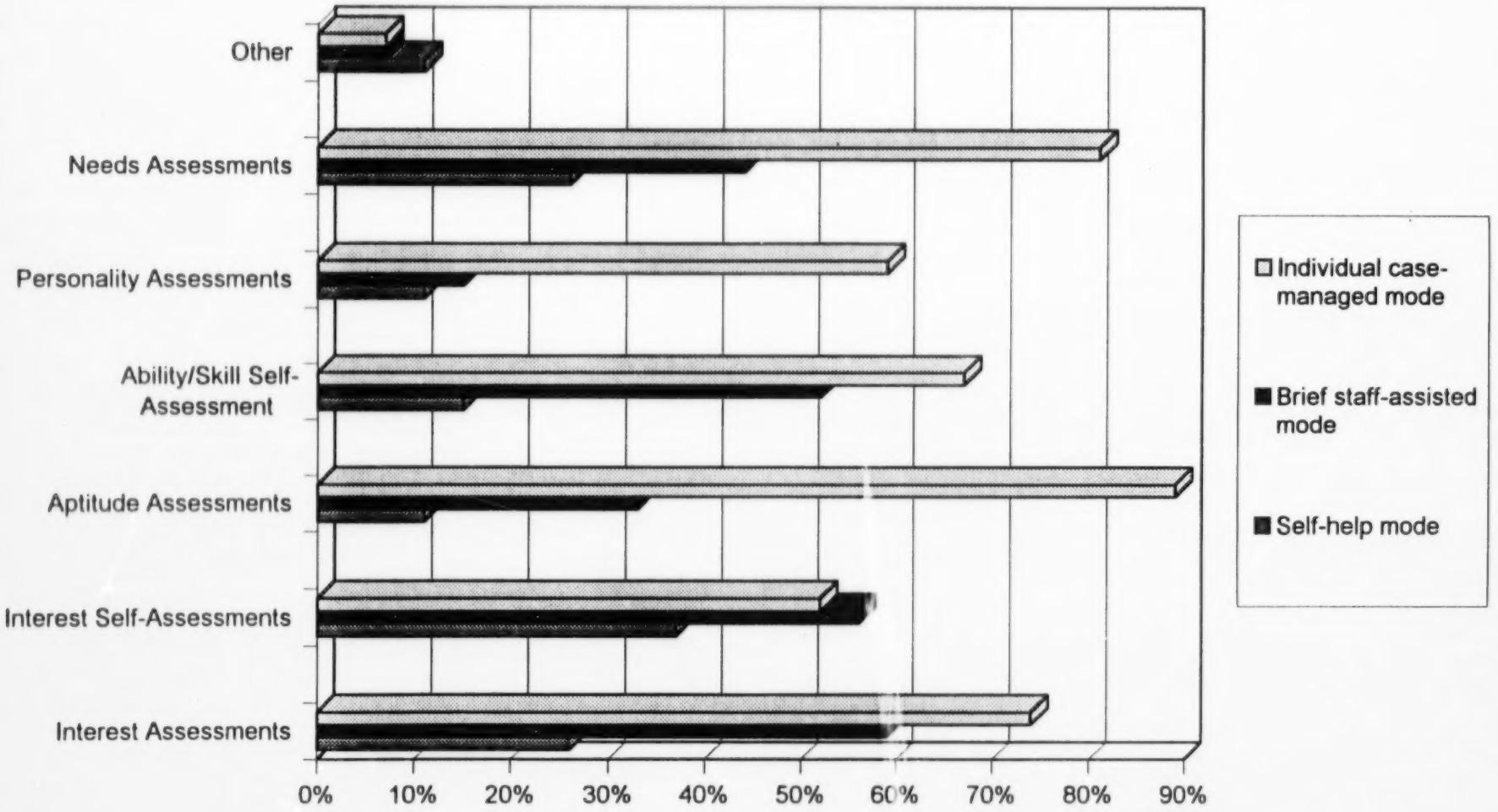


Figure 12

Total Service Delivery Among Respondents

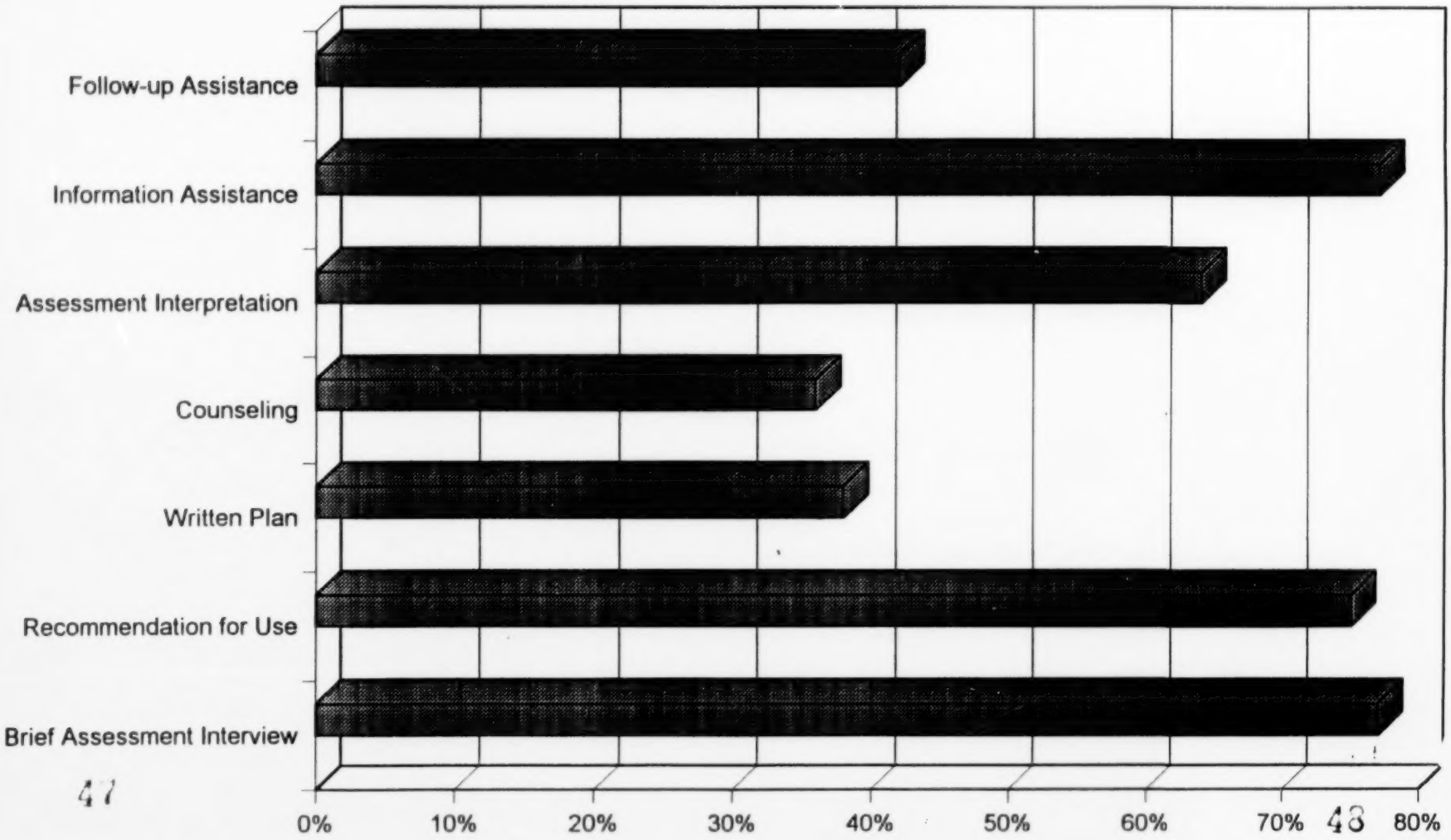


Figure 13

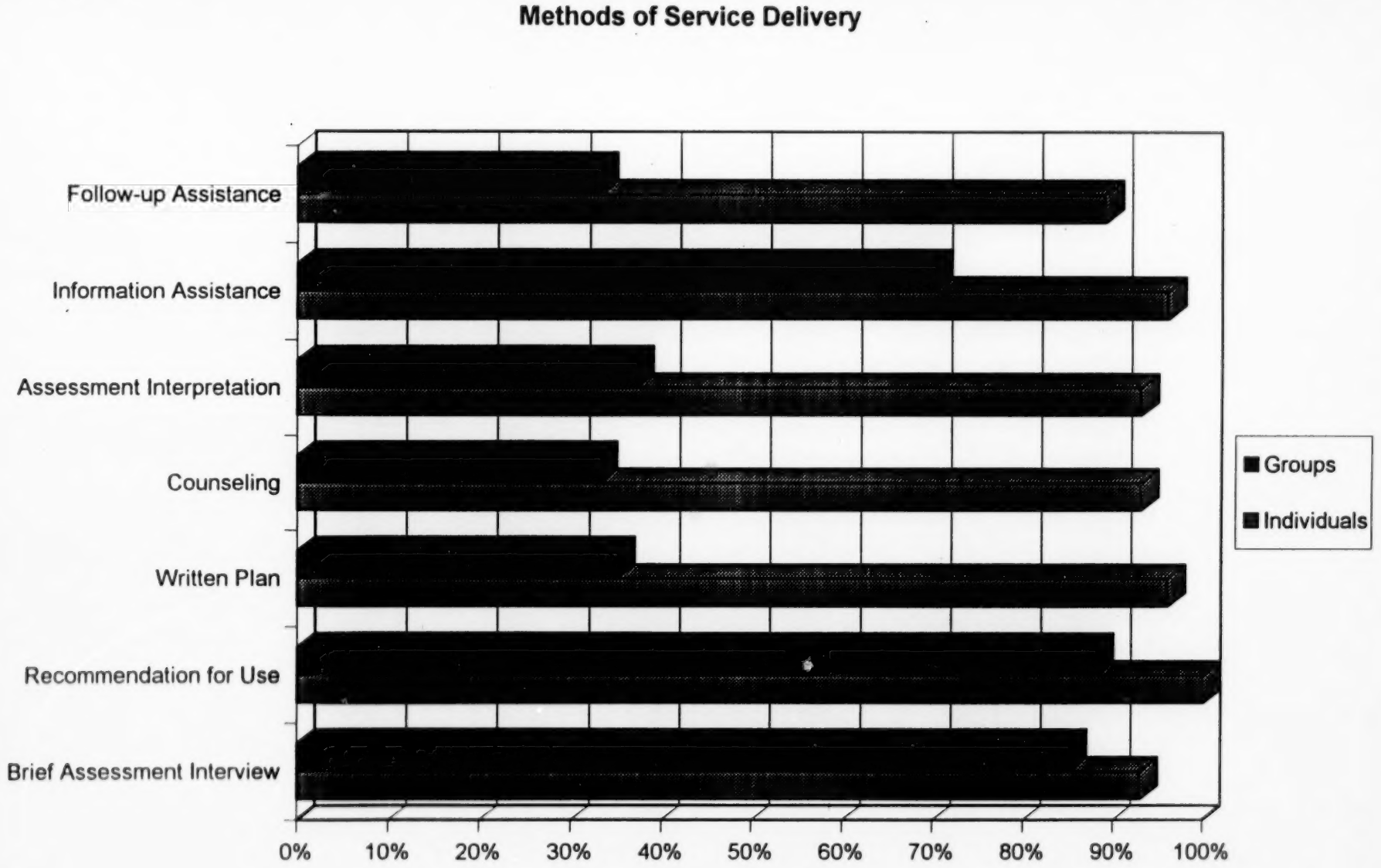
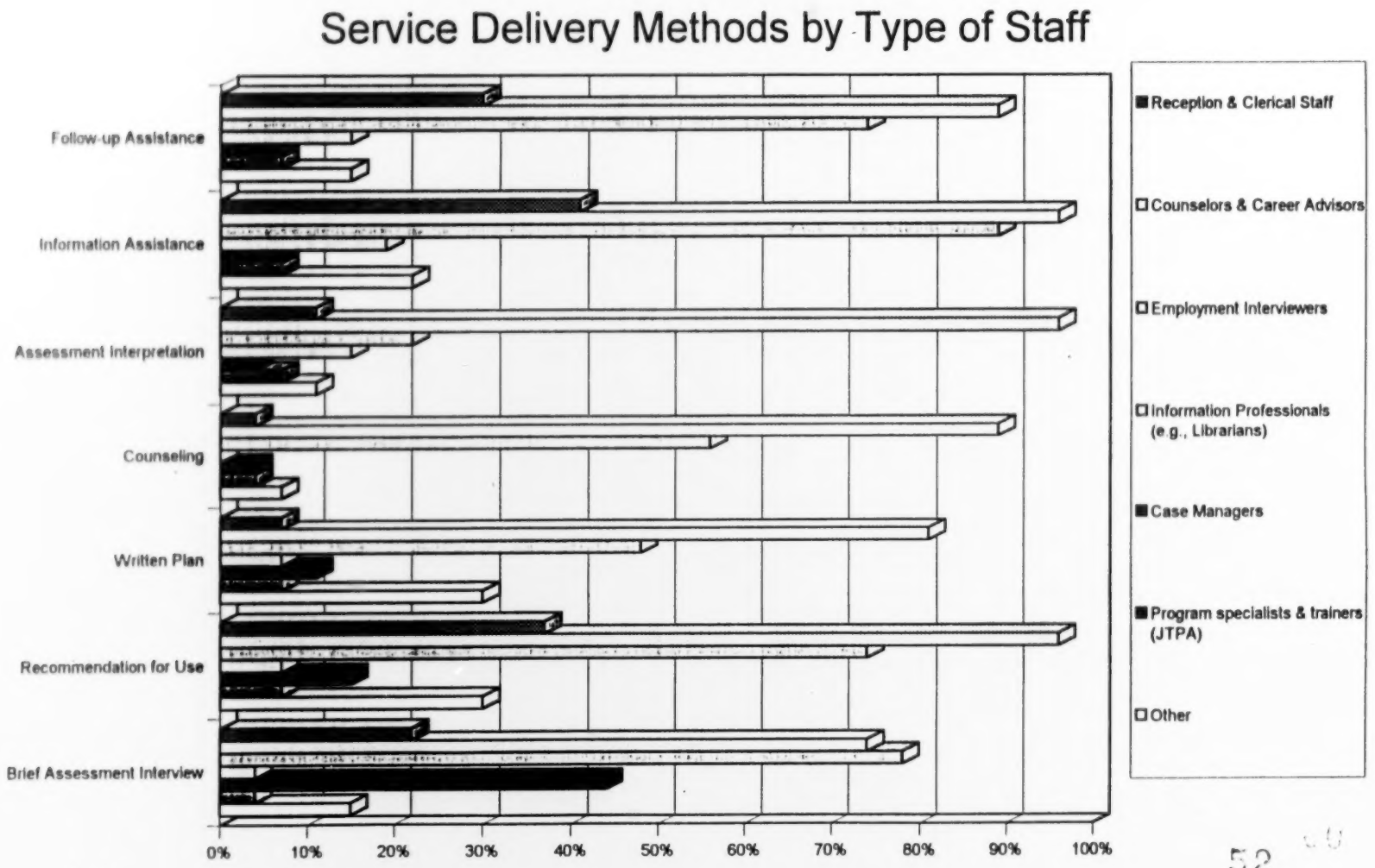

Methods of Service Delivery
Follow-up Assistance
Information Assistance
Assessment Interpretation
Counseling
Written Plan
Recommendation for Use
Brief Assessment Interview
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Groups
Individuals

Figure 14

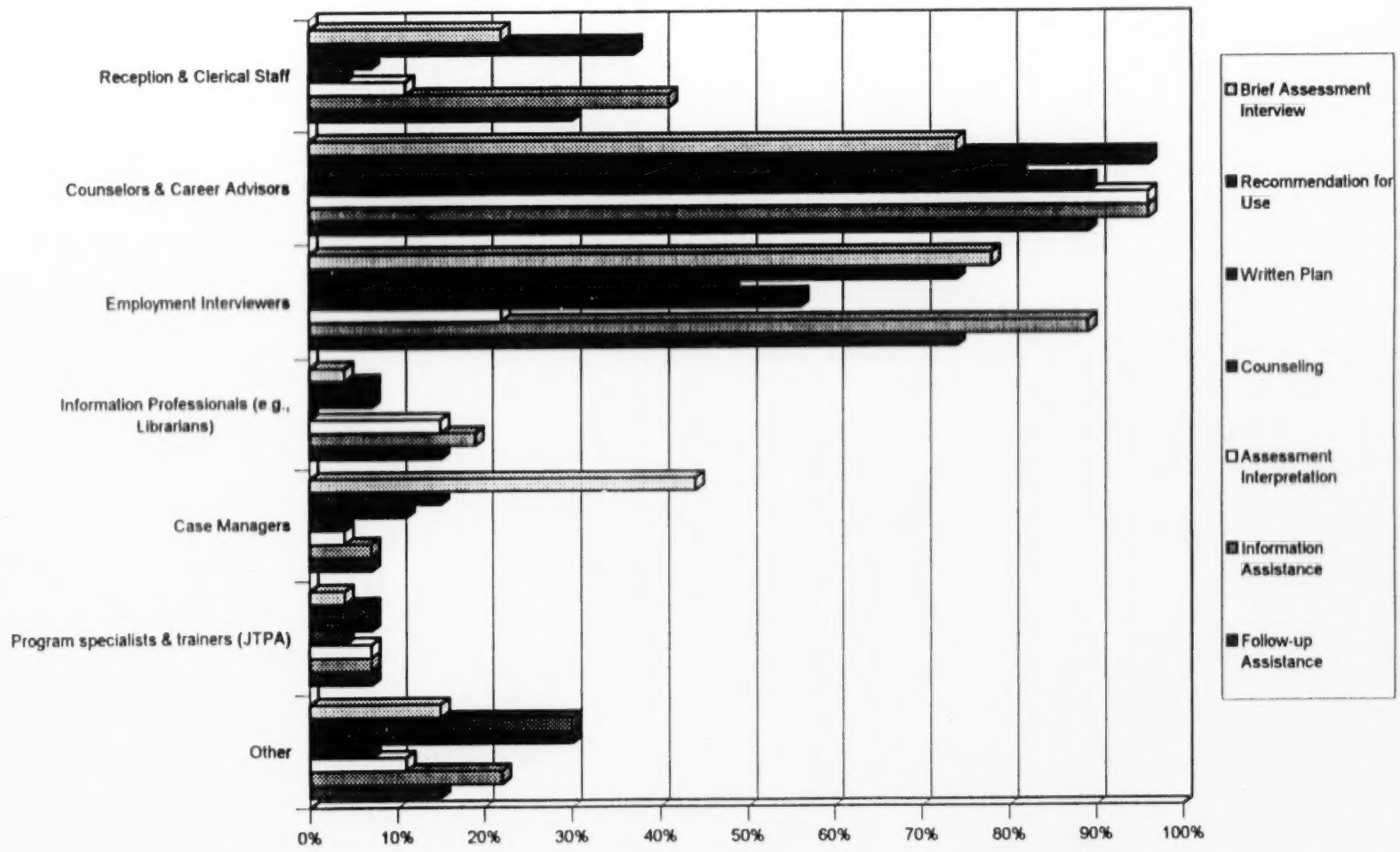


51

52

Figure 15

Staff Responsibilities by Service Delivery Mode



APPENDIX A

[letter to State One-Stop Directors]

Dear Director:

We are writing to you to ask your assistance in understanding and describing the career counseling services for customers in your One-Stop Centers and the types of career and job information and assessment resources that are available. This study is a follow-up to an earlier study that documented the use of career information systems in Job Service offices nationally. A copy of the report of that study is attached for your information.

This survey is supported by ACSCI (Association of Computer-Based Systems for Career Information). ACSCI is a national association concerned with the preparation and use of career information, and was a co-sponsor of the attached earlier report. The results of this new study will be widely distributed. It will help to document the best practices in this area to assist in the improvement of services offered at current and future One-Stop Centers.

The Center for the Study of Technology in Counseling and Career Development (which we co-direct) was established at Florida State University in 1986 to assist practitioners, researchers, and policy makers in improving the cost-effectiveness of career service delivery. The Center also assists practitioners, researchers, software developers, and policy makers in improving the design and use of computer applications in counseling and career development.

We are asking you and each of the other 15 One-Stop State Directors to assist us by identifying three local One-Stop Centers in your state that offer 'exemplary practices' in the areas of job and career information delivery and counseling services, or One-Stop Centers that have fully implemented your planned service in these areas. We will then follow-up with these sites with a five page mailed survey asking about the types of career and job information and assessment resources available to customers and staff and the process for using these resources.

We will analyze the survey results this Fall and distribute the study findings in print and via the Internet in January. The report will describe findings across all participating states, but will not contain state-by-state analysis or comparisons. Also, no site will be identified by name. You or your designated staff will have the opportunity to review and comment on the preliminary study findings.

Please complete the attached page and FAX it to our office by September 20, 1996. If you have any questions about this request, please contact us at the address listed on the attached page. Thank you for your assistance.

Cordially,

James P. Sampson, Jr., Ph.D.
Chair, ACSCI Research Committee
Professor and Co-Director
Center for the Study of Technology in
Counseling and Career Development
Florida State University
(904) 644-2490 (voice)
(904) 644-3273 (FAX)

Robert C. Reardon, Ph.D.
Member, ACSCI Research Committee
Professor and Co-Director
Center for the Study of Technology in
Counseling and Career Development
Florida State University
(904) 644-9777 (voice)
(904) 644-3273 (FAX)

APPENDIX B

ACSCI Research Committee

POTENTIAL PARTICIPANTS OF ONE-STOP CAREER CENTERS: CAREER COUNSELING AND INFORMATION SERVICE DELIVERY SURVEY

PLEASE FAX THIS PAGE TO Jim Sampson or Bob Reardon @ (904) 644-3273

STATE: _____

ONE-STOP DIRECTOR/DESIGNEE: _____

PHONE: _____

Please identify three local One-Stop Centers in your state that offer 'exemplary practices' in the areas of job and career information delivery and counseling services or that have fully implemented your planned service in this area.

1. Center Name :_____

Address: _____

_____

Manager: _____

Phone: _____

2. Center Name :_____

Address: _____

_____

Manager: _____

Phone: _____

3. Center Name :_____

Address: _____

_____

Manager: _____

Phone: _____

If you have any questions about this request, please contact us via phone, FAX, or e-mail.

Jim Sampson
Florida State University
(904) 644-2490 (voice) 644-3273 (FAX)
jpsampso@garnet.acns.fsu.edu

Bob Reardon
Florida State University
(904) 644-9777 (voice) 644-3273 (FAX)
rreardon@admin.fsu.edu

APPENDIX C

[letter to survey respondents]

Dear [insert name]:

We are writing to you to ask your assistance in understanding and describing how customers are served in One-Stop Centers and the types of career and job information and assessment resources that are available. This study is a follow-up to an earlier study that documented the use of career information systems in Job Service offices nationally.

This survey is supported by ACSCI (Association of Computer-Based Systems for Career Information). ACSCI is a national association concerned with the preparation and use of career information, and was a co-sponsor of the attached earlier report. The results of this new study will be widely distributed. It will help to document the best practices in this area to assist in the improvement of services offered at current and future One-Stop Centers.

The Center for the Study of Technology in Counseling and Career Development (which we co-direct) was established at Florida State University in 1986 to assist practitioners, researchers, and policy makers in improving the cost-effectiveness of career service delivery. The Center also assists practitioners, researchers, software developers, and policy makers in improving the design and use of computer applications in counseling and career development.

We are asking local One-Stop managers to assist us by completing a brief five page survey asking about the types of career and job information and assessment resources available to customers and staff, and the process for using these resources. You have been identified by your state One-Stop director as a manager of a local One-Stop Center in your state that offers 'exemplary practices' in the areas of job and career information delivery and counseling services, or as a manager of a One-Stop Center that has fully implemented your planned service in these areas.

We will analyze the survey results this Fall and distribute the study findings in print and via the Internet in January. The report will describe findings across all participating states, but will not contain any state-by-state analysis or comparisons. Also, no site will be identified by name.

Please complete the enclosed survey and return it in the enclosed postage-paid envelope by October 18, 1996. If you have any questions about this request, please contact us at the address listed below. Thank you for your assistance.

Cordially,

James P. Sampson, Jr., Ph.D.
Chair, ACSCI Research Committee
Professor and Co-Director
Center for the Study of Technology in
Counseling and Career Development
Florida State University
(904) 644-2490 (voice)
(904) 644-3273 (FAX)
jpsampso@garnet.acns.fsu.edu (Internet)

Robert C. Reardon, Ph.D.
Member, ACSCI Research Committee
Professor and Co-Director
Center for the Study of Technology in
Counseling and Career Development
Florida State University
(904) 644-9777 (voice)
(904) 644-3273 (FAX)
rreardon@admin.fsu.edu

APPENDIX D
One-Stop Center Information Resources Survey

This survey is designed to provide One-Stop Center staff with information on current national trends in the types of information available to customers and staff, and the processes for customer use of information and assessment resources. Staff can use these data to compare local practice with national trends.

We know you are busy, but it will take just 20 minutes or so to complete this survey. If you have any questions, please contact us.

Jim Sampson
Florida State University
(904) 644-2490 (voice) 644-3273 (FAX)
jpsampso@gamet.acns.fsu.edu

Bob Reardon
Florida State University
(904) 644-9777 (voice) 644-3273 (FAX)
rreardon@admin.fsu.edu

Part 1 - Description of your One-Stop Center

1. In which state is your One-Stop Center located? _____

2. In what type of setting is your One-Stop Center located? (Check the one box that best applies)
   ___ Employment Service office ___ Community College ___ JTPA office
   ___ Community-Based Organization ___ Other setting: _____

3. How many **full time** staff members exist in each of the following categories?
   ___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians
   ___ Other: _____ ___ Other: _____ ___ Other: _____

4. How many **part-time** staff members exist in each of the following categories?
   ___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians
   ___ Other: _____ ___ Other: _____ ___ Other: _____

5. Which of the above staff positions are required to have a credential such as a specific postsecondary degree or professional certification?
   Staff Position _____ Type of Credential _____
   Staff Position _____ Type of Credential _____
   Staff Position _____ Type of Credential _____
   Staff Position _____ Type of Credential _____

6. What is the average number of individual customers served in your center per month **for all types of services?** (Estimate if specific data are unavailable) _____

7. What is the average number of visits per customer to your center **for all types of services?** (Estimate if specific data are unavailable) _____

8. What is the average number of individual customers served in your center per month **for career services?** (Estimate if specific data are unavailable) _____

9. What is the average number of visits per customer to your center **for career services?** (Estimate if specific data are unavailable) _____

Part 2 - Types of Information and Assessment Resources Available to Customers in your Center

First, check each of the information and assessment resources identified below that are available in your One-Stop Center. Then check if the resource is available in a self-help, brief staff-assisted, and/or individualized/case managed mode. **(Check all that apply)**.

The self-help mode includes the use of resources without staff assistance. The brief staff-assisted mode includes the use of resources with limited staff assistance, such as workshops or brief interactions in a career resource library. The individualized/case managed mode includes the use of resources with substantial assistance over one or more visits.

Career Information Resources

10. ___ Computer-based career information delivery system (e.g., CHOICES, CIS, COIN, Discover)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

11. ___ Occupational reference books (e.g., OOH, DOT)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

12. ___ Occupational briefs (e.g., short printed occupational descriptions)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

13. ___ Occupational biographies
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

14. ___ Career-related periodicals, magazines, and tabloids
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

15. ___ Occupational video tapes
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

16. ___ Other (please specify) _____
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

Employment Information Resources

17. ___ Computer-based national job bank system (e.g., America's Job Bank, commercial job bank)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

18. ___ Computer-based state job bank system
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

19. ___ Computer-based talent bank system (e.g., America's Talent Bank)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

20. ___ Computer-based resume writing software
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

21. ___ CD-ROM directories (e.g., organizations, employers, associations)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

22. ___ **Print-based directories** (e.g., organizations, employers, associations)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

23. ___ **Job search video tapes** (e.g., job search strategies, interview techniques)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

24. ___ **Job search reference books**
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

25. ___ **Employer video tapes**
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

26. ___ **Other (please specify)** _____
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

Assessment Resources

27. ___ **Interest assessment instruments** (e.g., Strong Interest Inventory, Campbell Interest & Skill Survey)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

28. ___ **Interest self-assessment** (e.g., Self-Directed Search, CIDS self-assessment)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

29. ___ **Aptitude assessment instruments** (e.g., GATB)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

30. ___ **Ability/Skill self-assessment (e.g.,** CIDS self-assessment, card sorts)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

31. ___ **Personality assessment instruments** (e.g., Myers-Briggs Type Indicator)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

32. ___ **Needs assessment instruments** (Assessment of readiness for career, educational, and employment planning before providing services)
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

33. ___ **Other (please specify)** _____
Available via: ___ self-help mode ___ brief staff-assisted mode ___ individualized/case managed mode

Part 3 - The Process for Customer Use of Information and Assessment Resources

Indicate your best estimate of the percentage of customers who receive the services identified below. If all customers receive a particular service, write 100%. If half of all users receive a service, indicate 50% and so forth. If a service is used at **all by** customers in your One-Stop Center, check all of the types of staff that provide these services. Also for each, check if the service is provided to customers individually or in groups.

34. Give the percentage of customers **who receive a brief assessment interview to determine their readiness for career, educational, and employment planning: ____%**

These services are provided by (Check all that apply):

___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians
___ Other: _____ ___ Other _____ ___ Other: _____

These services are delivered (Check all that apply):

___ individually ___ in groups

35. Give the percentage of customers **who receive a recommendation for use of specific information and/or assessment resources to meet their needs: ____%**

These services are provided by (Check all that apply):

___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians
___ Other: _____ ___ Other _____ ___ Other: _____

These services are delivered (Check all that apply):

___ individually ___ in groups

36. Give the percentage of customers **who receive assistance in developing a brief written plan identifying information and/or assessment resources to meet their needs: ____%**

These services are provided by (Check all that apply):

___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians
___ Other: _____ ___ Other _____ ___ Other: _____

These services are delivered (Check all that apply):

___ individually ___ in groups

37. Give the percentage of customers **who receive counseling to meet their needs: ____%**

These services are provided by (Check all that apply):

___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians
___ Other: _____ ___ Other _____ ___ Other: _____

These services are delivered (Check all that apply):

___ individually ___ in groups

38. Give the percentage of customers **using assessment resources who receive staff assistance in interpreting these assessment resources: ____%**

These services are provided by (Check all that apply):

___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians

___ Other: _____ ___ Other _____ ___ Other: _____

These services are delivered (Check all that apply):

___ individually ___ in groups

39. Give the percentage of customers **using career and/or employment information resources who receive staff assistance in using these information resources: ____%**

These services are provided by (Check all that apply):

___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians

___ Other: _____ ___ Other _____ ___ Other: _____

These services are delivered (Check all that apply):

___ individually ___ in groups

40. Give the percentage of customers **using career and/or employment information resources who receive follow-up assistance after using these information resources: ____%**

These services are provided by (Check all that apply):

___ Reception/Clerical staff ___ Counselors ___ Employment Interviewers ___ Librarians

___ Other: _____ ___ Other _____ ___ Other: _____

These services are delivered (Check all that apply):

___ individually ___ in groups

Thank you for taking part in this important survey.

---

* FY 1997-FY 1998 One-Stop/LMI Funding Strategy (J. Hines)

* Welfare-to-Work in the Federal Sector (K. Thompson)

* Regional Roundrobin (GOTR Reports)

POSIT BACKGROUND.

Funded by the State of California through a contract with The Center for Learning, Instruction, and Performance Technologies (CLIPT) at San Diego State University, the POSIT database encompasses over 100 research-based guidelines and 20 multimedia examples. The 35,000-word database supports systematic searches as well as browsing. CLIPT will soon make the database downloadable as a printable handbook.

CLIPT completed initial work on the POSIT project in February, 1997 with delivery of a text handbook and a 20-minute introductory videotape. A 50-page evaluation report documents the early success of this demonstration project.

POSIT I addresses the potential of the Internet for distributed training in support of federal and state initiatives for which centralized, "top-down," training is unwise or impractical. The database "chunks" knowledge about usability as easy-to-read Practitioner-Oriented Principles (POPs). These action-oriented guidelines are designed to stimulate discussion about customer-support standards and practices. POPs are formulated to support practical decision making yet can also serve as an "index" to supporting theory and research.

CLIPT believes that the existing POSIT database is best viewed as a partial implementation of a general model for distributed multimedia-based training. We seek additional funding (a) to develop and test in realistic settings additional components that will complete this model and (b) to conduct research and development activities in support of this model.

These additional components would include the following:

DISCOURSE ENGINE. This which would be integrated with the existing POSIT site. The "discourse engine" would support on-line "chat forums" but provide for more orderly discussion so that useful ideas could be fed back into the database. In this way, POSIT II would model an approach to training and education in which a community of practitioners grows its own body of knowledge, with appropriate guidance and supervision from experts and consultants. Other discourse-related functions would support on-line, real-time conferencing with experts and consultants including representatives from One-Stop entities selected as models of "best practices."

LOCALIZED TRAINING. Aimed at specific One-Stop sites and entities this training would convene practitioners for workshop-like training at sites or conferences where they would engage in problem-based learning and case-based learning. These workshops would challenge practitoners to "roll up their sleeves" and apply the POSIT principles to authentic "real-world" situations that face One-Stop personnel. Some of these "situations" would be developed in advance by work-shop planners, while others would be solicited directly from workshop participants.

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WORLD WIDE WEB TUTORIALS. To provide additional training to One-Stop personnel with specialized responsibilities or duties relating to usability and customer support services, POSIT II would develop a series of WWW-based tutorials on intermediate and advanced topics. These workshops would focus on both the theory and practice of usability "engineering" and would be designed so that, if desired, participants could be certified through tests or examinations.

CLIPT developed the existing database as a demonstration project. As such, it is limited in both scope and functionality. Some recommendations identified in the project's own evaluation studies can be remedied immediately; others require additional design and testing. Additional improvements await a more detailed analysis of One-Stop needs. We believe that adding a "theory-base" to the existing data is important because intelligent use of POPs requires some knowledge of how theory supports and integrates action-oriented principles. POPs focus on WHAT to do to; theories provide focus on WHY to do. The existing database includes a glossary which serves as a potential starting point for such a theory base.